



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

HB3516

Introduced 2/18/2025, by Rep. Diane Blair-Sherlock

SYNOPSIS AS INTRODUCED:

See Index

Amends the Dual Credit Quality Act. Provides that prior to offering dual credit coursework, a school district shall attempt to enter into a partnership agreement with the community college district in the community college district in which the school district is located, but if pursuing an alternative provider other than the community college district, the school district shall enter into a partnership agreement with the alternative postsecondary institution that complies with the Act. Requires a partnership agreement to provide for a Dual Credit Qualifications Committee that shall develop a Dual Credit Instructor Qualification Framework. Provides that the Framework shall define the appropriate graduate coursework for fully qualified and minimally qualified instructors and the equivalent experience required to be a fully qualified career and technical education instructor. Requires a Model Dual Credit Instructor Qualification Framework to be developed through a Committee involving collaboration between the Illinois Community College Board and the State Board of Education by June 30, 2026. Provides that the academic credentials required to be a fully qualified instructor shall include either (i) a master's degree within the discipline to be taught or (ii) any master's degree and not more than 18 graduate hours appropriate to the academic field of study or in the discipline to be taught. Provides that a community college district with an established partnership agreement with a school district has 30 calendar days from the initial course request to notify the school district of its disapproval of the course request, instructor, course documentation, or the community college district's withdrawal of course or instructor approval, and thereafter, the school district shall appeal the denial or withdrawal of the instructor approval to the Illinois Community College Board within 14 calendar days after the disapproval notice. Allows the Illinois Community College Board to conduct a study to examine dual credit students and their short-term and long-term outcomes. Makes other changes.

LRB104 09878 LNS 19946 b

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The Dual Credit Quality Act is amended by
5 changing Sections 16 and 20 and by adding Sections 16.25,
6 19.5, 20.5, and 36 as follows:

7 (110 ILCS 27/16)

8 Sec. 16. High school and community college partnership
9 agreements; dual credit. A community college district shall,
10 upon the request of a school district within the jurisdiction
11 of the community college district, enter into a partnership
12 agreement with the school district to offer dual credit
13 coursework. Prior to offering dual credit coursework, a school
14 district shall attempt to enter into a partnership agreement
15 with the community college district in the community college
16 district in which the school district is located. If pursuing
17 an alternative provider other than the community college
18 district, the school district shall enter into a partnership
19 agreement with the alternative postsecondary institution that
20 complies with the requirements of this Section.

21 A school district may offer any course identified in the
22 Illinois Articulation Initiative General Education Core
23 Curriculum package under the Illinois Articulation Initiative

1 Act as a dual credit course on the campus of a high school of
2 the school district and may use a high school instructor who
3 has met the academic credential requirements under this Act to
4 teach the dual credit course.

5 The partnership agreement shall include all of the
6 following:

7 (1) The establishment of the school district's and the
8 community college district's respective roles and
9 responsibilities in providing the program and ensuring the
10 quality and instructional rigor of the program. This must
11 include an assurance that the community college district
12 has appropriate academic control of the curriculum,
13 consistent with any State or federal law and as required
14 or negotiated with the Higher Learning Commission or other
15 applicable accrediting agency.

16 (2) The dual credit courses that the school district
17 will offer its students and whether those courses will be
18 offered on the high school or community college campus or
19 through an online platform established by the Illinois
20 Community College Board.

21 (3) The establishment of academic criteria for
22 granting eligibility for high school students to enroll in
23 dual credit coursework. The academic criteria shall be
24 evidence-based and shall include multiple appropriate
25 measures to determine whether a student is prepared for
26 any dual credit coursework in which the student enrolls.

1 (4) The establishment of any limitations that the
2 school district or community college district may put on
3 course offerings due to availability of instructors, the
4 availability of students for specific course offerings, or
5 local board policy.

6 (5) The requirement that the dual credit instructor
7 meet the academic credential requirements to teach a dual
8 credit course, consistent with paragraphs (1), (2), and
9 (3) of Section 20 of this Act, but shall not be required to
10 exceed those credentials.

11 (6) The collaborative process and criteria by which
12 the school district shall identify and recommend and the
13 community college district shall review and approve high
14 school instructors of dual credit courses taught on the
15 campus of a high school. This provision shall require that
16 the school district be responsible for hiring and
17 compensating the instructor.

18 (7) The requirement that a community college district
19 take the appropriate steps to ensure that dual credit
20 courses are equivalent to those courses offered at the
21 community college in quality and rigor to qualify for
22 college credit. The dual credit programs shall encompass
23 the following characteristics:

24 (A) Student learning outcomes expected for dual
25 credit courses in General Education Core Curriculum
26 courses and the professional and career and technical

1 disciplines shall be the same as the student learning
2 outcomes expected for the same courses taught on the
3 postsecondary campus.

4 (B) Course content, course delivery, and course
5 rigor shall be evaluated by the community college
6 chief academic officer or his or her designee, in
7 consultation with the school district's superintendent
8 or his or her designee. The evaluation shall be
9 conducted in a manner that is consistent with the
10 community college district's review and evaluation
11 policy and procedures for on-campus adjunct faculty,
12 including visits to the secondary class. This
13 evaluation shall be limited to the course and the
14 ability of the instructor to deliver quality, rigorous
15 college credit coursework. This evaluation shall not
16 impact the instructor's performance evaluation under
17 Article 24A of the School Code.

18 (C) The academic supports and, if applicable,
19 guidance that will be provided to students
20 participating in the program by the high school and
21 the community college district.

22 (8) Identify all fees and costs to be assessed by the
23 community college district for dual credit courses. This
24 provision shall require that any fees and costs assessed
25 for dual credit courses shall be reasonable and promote
26 student access to those courses, and may take into account

1 regional considerations and differences.

2 (8.5) The collaborative process and criteria by which
3 a school district and a community college district shall
4 work to ensure that individual students with disabilities
5 have access to dual credit courses, provided that those
6 students are able to meet the criteria for entry into a
7 dual credit course. Through this process and criteria, the
8 student shall have access to the supplementary aids and
9 accommodations included in the student's individualized
10 education program under Article 14 of the School Code or
11 Section 504 plan under the federal Rehabilitation Act of
12 1973 while the student is accessing a dual credit course
13 on a high school campus, in accordance with established
14 practices at the high school for providing these services.
15 A student who accesses a dual credit course on a community
16 college campus shall have access to supplementary aids and
17 accommodations provided in the partnership agreement,
18 including access to the community college's disability
19 services. A school district and community college district
20 shall work together to provide seamless communication
21 about the student's progress.

22 (9) The community college district shall establish a
23 mechanism for evaluating and documenting on a regular
24 basis the performance of students who complete dual credit
25 courses, consistent with paragraph (9) of Section 20 and
26 Section 30 of this Act, and for sharing that data in a

1 meaningful and timely manner with the school district.
2 This evaluation shall be limited to the course and the
3 coursework. This evaluation shall not impact the
4 instructor's performance evaluation under Article 24A of
5 the School Code.

6 (10) The expectations for maintaining the rigor of
7 dual credit courses that are taught at the high school and
8 including students not deemed ready for college-level
9 coursework according to the standards of the community
10 college.

11 (11) A requirement that the school district and
12 community college annually assess disaggregated data
13 pertaining to dual credit course enrollments, completions,
14 and subsequent postsecondary enrollment and performance to
15 the extent feasible. If applicable, this assessment shall
16 include an analysis of dual credit courses with credit
17 sections for dual credit and for high school credit only
18 pursuant to subsection (a) of Section 16.5 that reviews
19 student characteristics by credit section in relation to
20 gender, race and ethnicity, and low-income status.

21 (12) For courses taught by a high school instructor at
22 the high school, the school districts' may rely policies
23 and collective bargaining agreement obligations to
24 determine maximum class size enrollment and the number of
25 sections of a course.

26 If, within 180 calendar days of the school district's

1 initial request to enter into a partnership agreement with the
2 community college district, the school district and the
3 community college district do not reach agreement on the
4 partnership agreement, then the school district and community
5 college district shall jointly implement the provisions of the
6 Model Partnership Agreement established under Section 19 of
7 this Act for which local agreement could not be reached. A
8 community college district may combine its negotiations with
9 multiple school districts to establish one multi-district
10 partnership agreement or may negotiate individual partnership
11 agreements at its discretion.

12 (Source: P.A. 102-516, eff. 8-20-21; 102-1077, eff. 1-1-23.)

13 (110 ILCS 27/16.25 new)

14 Sec. 16.25. Dual Credit Qualifications Committee. A
15 partnership agreement under Section 16 shall provide for a
16 Dual Credit Qualifications Committee that shall develop a Dual
17 Credit Instructor Qualification Framework. The Dual Credit
18 Qualifications Committee shall consist of representatives from
19 both the school district and the community college district.
20 The Dual Credit Qualifications Committee shall meet annually.

21 (1) The Dual Credit Instructor Qualification Framework
22 shall define the appropriate graduate coursework for fully
23 qualified and minimally qualified instructors and the
24 equivalent experience required to be a fully qualified
25 career and technical education instructor. The Framework

1 shall list the appropriate coursework for each discipline
2 within the Illinois Articulation Initiative General
3 Education Core Curriculum package by the discipline to be
4 taught.

5 (2) The Framework shall establish equivalent
6 experience that is commensurate with achievement of
7 academic credentials to be a fully qualified career and
8 technical education dual-credit course instructor. The
9 criteria shall determine a minimum threshold of experience
10 and appropriate combination of the following:

11 (A) related work experience, which shall not
12 exceed 2,000 hours and shall include the appropriate
13 recognizable credentials;

14 (B) research or scholarship;

15 (C) recognized achievement;

16 (D) previous years of teaching experience;

17 (E) honors and awards; and

18 (F) other activities and factors to demonstrate
19 teaching competencies appropriate to the field of
20 instruction.

21 The Framework may differentiate between career and
22 technical courses and general education core curriculum
23 courses. The Framework shall reference the faculty
24 credential standards allowed by the Higher Learning
25 Commission to ensure uniform guidance from this State and
26 the Higher Learning Commission.

1 If a framework is not agreed upon by the local school
2 district and local community college partner before June
3 30 for the upcoming school year, they shall jointly
4 implement the model framework set by the Illinois
5 Community College Board and the State Board of Education
6 in Section 19.5.

7 (110 ILCS 27/19.5 new)

8 Sec. 19.5. Model Dual Credit Instructor Qualification
9 Framework. A Model Dual Credit Instructor Qualification
10 Framework shall be developed through a Dual Credit
11 Qualifications Committee involving collaboration between the
12 Illinois Community College Board and the State Board of
13 Education by June 30, 2026. The Committee shall consist of 5
14 members appointed by the State Superintendent of Education and
15 5 members appointed by the Executive Director of the Illinois
16 Community College Board. The Model Dual Credit Instructor
17 Qualification Framework shall address all of the matters set
18 forth in Section 16.25.

19 (110 ILCS 27/20)

20 Sec. 20. Standards. All institutions offering dual credit
21 courses shall meet the following standards:

22 (1) High school instructors teaching credit-bearing
23 college-level courses for dual credit must meet any of the
24 academic credential requirements set forth in this

1 paragraph or paragraph (2) or (3) of this Section and need
2 not meet higher certification requirements or those set
3 out in Article 21B of the School Code:

4 (A) Approved instructors of dual credit courses
5 shall meet any of the faculty credential standards
6 allowed by the Higher Learning Commission to determine
7 minimally qualified faculty. At the request of an
8 instructor, an instructor who meets these credential
9 standards shall be provided by the State Board of
10 Education with a Dual Credit Endorsement, to be placed
11 on the professional educator license, as established
12 by the State Board of Education and as authorized
13 under Article 21B of the School Code and promulgated
14 through administrative rule in cooperation with the
15 Illinois Community College Board and the Board of
16 Higher Education. The academic credentials required to
17 be a fully qualified instructor shall include either
18 (i) a master's degree within the discipline to be
19 taught or (ii) any master's degree and not more than 18
20 graduate hours appropriate to the academic field of
21 study or in the discipline to be taught, as defined by
22 the Dual Credit Instructor Qualification Framework.

23 (B) An instructor who does not meet the faculty
24 credential standards allowed by the Higher Learning
25 Commission to determine minimally qualified faculty
26 may teach dual credit courses if the instructor has a

1 professional development plan, approved by the
2 institution and shared with the State Board of
3 Education ~~no later than January 1, 2025,~~ to raise his
4 or her credentials to be in line with the credentials
5 under subparagraph (A) of this paragraph (1). The
6 institution shall have 30 days to review the plan and
7 approve an instructor professional development plan
8 that is in line with the credentials set forth in
9 paragraph (2) of this Section. The institution shall
10 not unreasonably withhold approval of a professional
11 development plan. These approvals shall be good for as
12 long as satisfactory progress toward the completion of
13 the credential is demonstrated, but in no event shall
14 a professional development plan be in effect for more
15 than 3 years from the date of its approval or after
16 January 1, 2028, whichever is sooner. A high school
17 instructor whose professional development plan is not
18 approved by the institution may appeal to the Illinois
19 Community College Board or the Board of Higher
20 Education, as appropriate.

21 (C) The Illinois Community College Board and Board
22 of Higher Education shall report yearly on their
23 Internet websites the following:

24 (i) the number of teachers presently enrolled
25 in an approved professional development plan under
26 this Section;

1 (ii) the number of instructors who
2 successfully completed an approved professional
3 development plan;

4 (iii) the number of instructors who did not
5 successfully complete an approved professional
6 development plan after 3 years;

7 (iv) a breakdown of the information in
8 subdivisions (i), (ii), and (iii) of this
9 subparagraph (C) by subject area; and

10 (v) a summary, by community college district,
11 of professional development plans that are in
12 progress, that were successfully completed, or
13 that have expired.

14 (2) For a high school instructor entering into a
15 professional development plan prior to January 1, 2023,
16 the high school instructor shall qualify for a
17 professional development plan if the instructor:

18 (A) has a master's degree in any discipline and
19 has earned 9 graduate hours in a discipline in which he
20 or she is currently teaching or expects to teach; or

21 (B) has a bachelor's degree with a minimum of 18
22 graduate hours in a discipline that he or she is
23 currently teaching or expects to teach and is enrolled
24 in a discipline-specific master's degree program; and

25 (C) agrees to demonstrate his or her progress
26 toward completion to the supervising institution, as

1 outlined in the professional development plan.

2 (2.5) For a high school instructor entering into a
3 professional development plan on or after January 1, 2023,
4 the high school instructor shall qualify for a
5 professional development plan if the instructor:

6 (A) has a master's degree in any discipline, has
7 earned 9 graduate hours in a discipline in which he or
8 she currently teaches or expects to teach, and agrees
9 to demonstrate his or her progress toward completion
10 to the supervising institution, as outlined in the
11 professional development plan; or

12 (B) is a fully licensed instructor in career and
13 technical education who is halfway toward meeting the
14 institution's requirements for faculty in the
15 discipline to be taught and agrees to demonstrate his
16 or her progress toward completion to the supervising
17 institution, as outlined in the professional
18 development plan.

19 (3) An instructor in career and technical education
20 courses must possess the credentials and demonstrated
21 teaching competencies appropriate to the field of
22 instruction.

23 (4) Course content must be equivalent to
24 credit-bearing college-level courses offered at the
25 community college.

26 (5) Learning outcomes must be the same as

1 credit-bearing college-level courses and be appropriately
2 measured.

3 (6) A high school instructor is expected to
4 participate in any orientation developed by the
5 institution for dual credit instructors in course
6 curriculum, assessment methods, and administrative
7 requirements.

8 (7) Dual credit instructors must be given the
9 opportunity to participate in all activities available to
10 other adjunct faculty, including professional development,
11 seminars, site visits, and internal communication,
12 provided that such opportunities do not interfere with an
13 instructor's regular teaching duties.

14 (8) Every dual credit course must be reviewed annually
15 by faculty through the appropriate department to ensure
16 consistency with campus courses.

17 (9) Dual credit students must be assessed using
18 methods consistent with students in traditional
19 credit-bearing college courses.

20 (10) Within 15 days after entering into or renewing a
21 partnership agreement, the institution shall notify its
22 faculty of the agreement, including access to copies of
23 the agreement if requested.

24 (Source: P.A. 102-558, eff. 8-20-21; 102-1077, eff. 1-1-23;
25 103-154, eff. 6-30-23.)

1 (110 ILCS 27/20.5 new)

2 Sec. 20.5. Appeal Process.

3 (a) A community college district with an established
4 partnership agreement with a school district has 30 calendar
5 days from the initial course request to notify the school
6 district of its disapproval of the course request, instructor,
7 course documentation, or the community college district's
8 withdrawal of course or instructor approval. Thereafter, the
9 school district shall appeal the denial or withdrawal of the
10 instructor approval to the Illinois Community College Board
11 within 14 calendar days after the disapproval notice. The
12 Illinois Community College Board shall render a decision
13 within 45 calendar days after filing and provide notice of its
14 decision to the community college district and school
15 district. Upon determination by the Illinois Community College
16 Board:

17 (1) If the Illinois Community College Board finds in
18 favor of the school district's request for the course
19 request, instructor, or course documentation, the school
20 district may pursue an alternative postsecondary
21 institution to provide that course and must notify the
22 community college district within 14 calendar days after
23 the Illinois Community college Board's decision with its
24 intent to do so, along with the reason for seeking an
25 alternative provider.

26 (2) If the Illinois Community College Board finds in

1 favor of the community college district's decision, then
2 the decision of the community college district to
3 disapprove the school district's course request,
4 instructor, course documentation, or the community college
5 district's withdrawal of course or instructor approval
6 shall be upheld, and the school district shall not have
7 the opportunity to pursue an alternative postsecondary
8 institution.

9 (110 ILCS 27/36 new)

10 Sec. 36. Study.

11 (a) The Illinois Community College Board may conduct a
12 study to examine dual credit students and their short-term and
13 long-term outcomes, which may include determining how
14 differing types and levels of credit-hour achievement
15 influence college enrollment, persistence, advancement, and
16 completion, either at a public community college or public
17 university. The study shall attempt to isolate the unique
18 effect of credit-hour achievement levels on college enrollment
19 and college completion overall and for subpopulations by
20 student subgroups, such as race and ethnicity, sex, and
21 dual-credit type. The study shall further examine the
22 differential impacts of enrollment in specific career pathways
23 versus ad hoc, dual-credit participation on college
24 enrollment, persistence, advancement, and completion at either
25 a public community college or public university.

1 (b) Notwithstanding any other provision of law to the
2 contrary, all public universities, all public community
3 colleges, the State Board of Education, the Illinois Student
4 Assistance Commission, and any other State agency that
5 collects pertinent data shall furnish such data and
6 information to the Illinois Community College Board as the
7 Illinois Community College Board deems necessary to fulfill
8 the requirements of this Section.

1 INDEX

2 Statutes amended in order of appearance

3 110 ILCS 27/16

4 110 ILCS 27/16.25 new

5 110 ILCS 27/19.5 new

6 110 ILCS 27/20

7 110 ILCS 27/20.5 new

8 110 ILCS 27/36 new